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EDITOR
T. C. Roy

OUR COVER

Gram Sevak trainees of Bhubaneshwar spraying insecticides against mosquitoes

Photo by Gurcharan Singh

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EDITORIAL

WITH the conclusion of the last of the ten All-India Work Seminars on Training in Extension Education in August, a landmark will be reached in the field of Extension training in India.

The series of seminars, organized at Hyderabad by the Directorate of Extension, started in April. To an extent, the seminars will fulfill the long-felt need of training the Instructors of the Extension training institutions, on whom devolves the responsibility of properly equipping the Gram Sevak and the Gram Sevika in the basic techniques of imparting knowledge.

Over a thousand Instructors and Principals of the institutions will be participating in the seminars each of which is of ten day's duration. A well-knit programme consisting of lectures by experts and group thinking by the participants on various aspects of Extension teaching methods, has been drawn up. For discussing the problems, each seminar is divided into groups, and consultants guide the discussions of each group.

Each seminar develops a guide-book which reflects the varied and valuable experiences and thinking of the participants and consultants. The guide-books are distributed to the participants at the end of the seminar for their future use.

Judging from the enthusiasm and response of the participants, we can rest assured that the Gram Sevaks who will come out of the training institutions hereafter will be better equipped to carry on Extension work.

PSYCHOLOGY OF EXTENSION

—P. L. Pareek

EXTENSION is an educational process which helps change the outlook and attitude of people. Any such change has to be brought about by psychological methods. Psychology, therefore, is the backbone of Extension.

INTEGRATED APPROACH

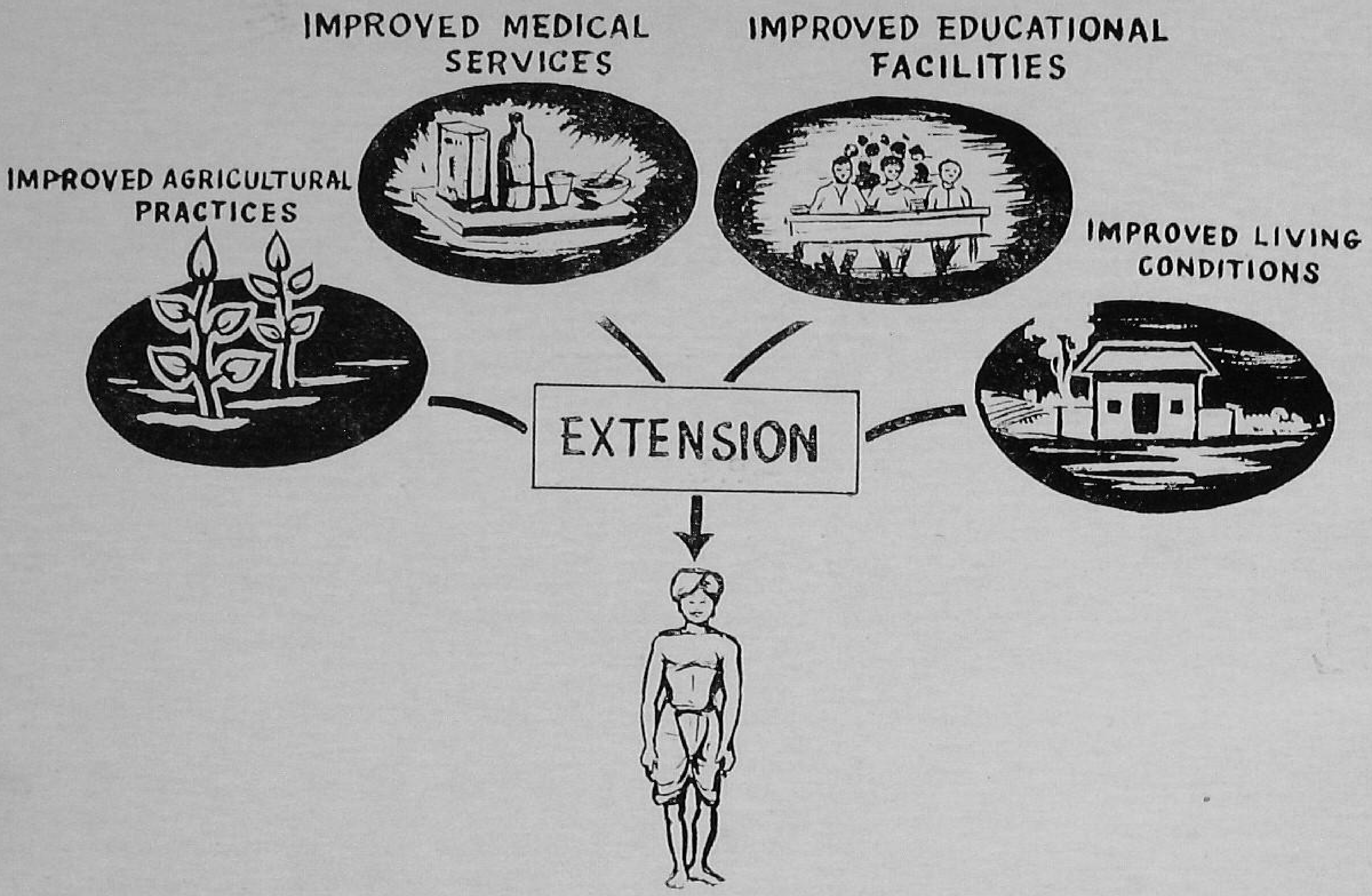
Extension is the development of the community as a whole. This is a revolutionary idea supported by the modern philosophy of 'New Humanism' and the latest psychological finding about the 'Unity of Mind.'

New Humanism does not believe in the isolated views about life. According to New Humanism, the truth about life can only be revealed in its fulness and wholesomeness. All the views about life, so far held by the scientists, psychologists, religious authorities and others, are isolated and hence partial. They may depict an aspect of life, but not the fulness of life. Each and every problem of life can be understood and solved only in the full perspective of life's all problems which are intricately and intimately connected.

This integrated view about life, which is the gift of New Humanism, is strongly supported by the latest psychological finding about the Unity of Mind. Mind, according to older psychological belief was a bundle of faculties which could be developed independently by practice and exercise. This theory has now been replaced by the new one that mind works in unity. Mind does not conserve knowledge in watertight compartments. Mind conserves everything new, and the new and the old experiences merge imperceptibly in each other in such a way that they lose their identity. Every individual, in the solution of his day-to-day problems, applies his cumulative experiences acquired in their totality; he does not draw upon independent chambers of mind as they do not exist. Mind reacts as a whole to the problems of life.

Our Extension approach and the administrative pattern which stand for the integration of all departments, should be deeply rooted in New Humanism and Unity of Mind. If this integrated approach is lost sight of, we shall not only arrest development but shall also become backward.

All the development programmes launched in any particular Block should be interwoven in their cause and effect sequence and their relationship studied prior to implementation. All the steps in the process of development adopted by the Extension officers, from programme planning to evaluation, should be thoroughly examined from the point of view of these psychological



principles, so that the integrated concept of life is not ignored in any way.

DOCTRINE OF FULNESS

The second psychological principle that an Extension worker should keep in view is the doctrine of fulness.

We are engrossed in bringing about a change in the outlook of the masses. We should be first very clear about the change that we want to introduce. The change that we visualise should be acceptable to the community.

It is also necessary that a clear-cut impression or idea about the change we want to introduce is left on the minds of the people. This object can be achieved, if the doctrine of fulness is fully observed. In simple terms, the doctrine of fulness may be described as a method of teaching a few facts against the background of a multiplicity of details. The facts about the change may be a few. But the details should be given in such a way that a vivid impression about the facts is left.

An Extension worker should start with a limited field of work and a limited idea. This idea should be thoroughly assimilated by villagers, before any superfluous and indigestible material is provided to them. There should be no impatience to hasten the speed of development, unless it is ascertained that the preceding stage of development has been thoroughly assimilated by the people.

An Extension worker should draw upon as many varieties of audio-visual aids as will be adequate for the assimilation of the idea. He should make an appeal to as many senses of the people as is possible. If the doctrine of fulness is observed by the Extension worker, it is certain that the result of the programme will be lasting, though the process may be slow. We should not to be swayed

by temporary successes but be guided by the main principle that the change has entered into the fabric of the personality of the villager.

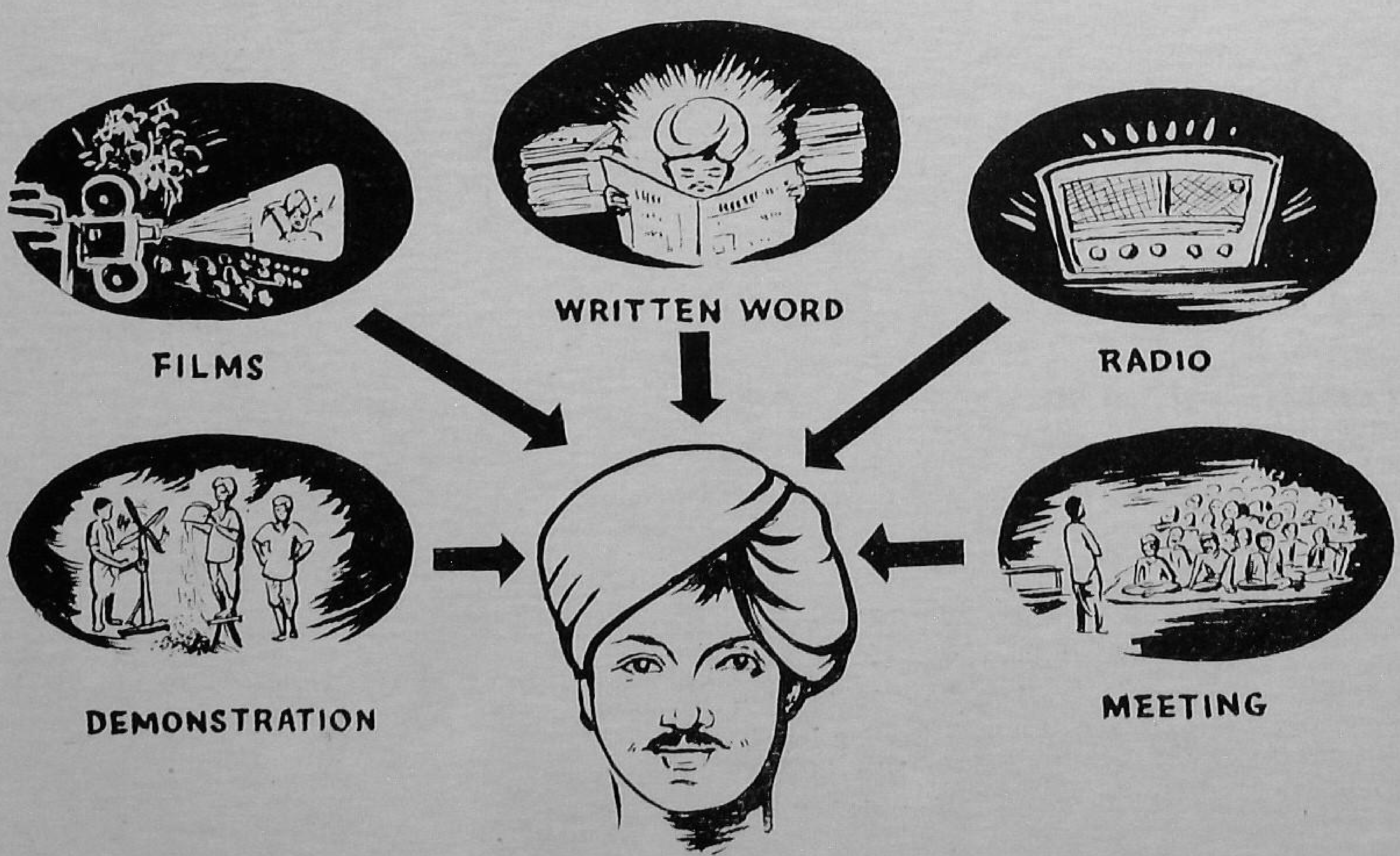
KNOWN TO UNKNOWN

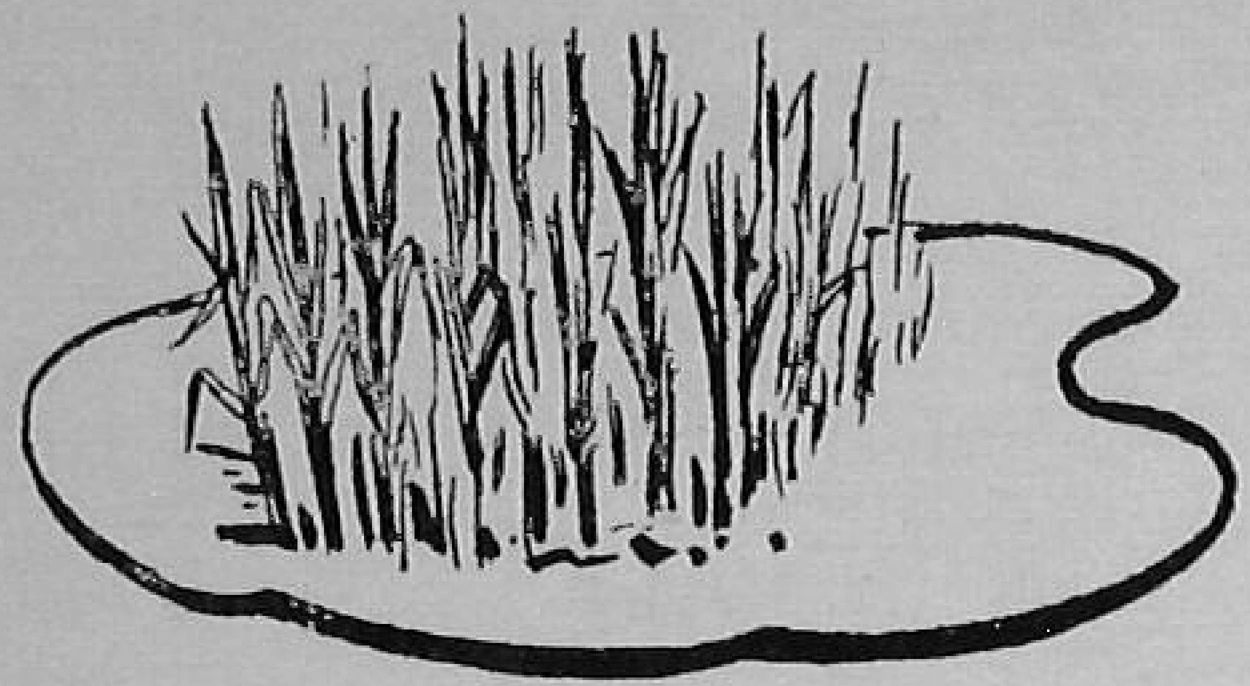
It is an accepted psychological principle that new knowledge is always assimilated if it is related to the previous life-experiences of the individual. The mind interprets the new always in terms of the old.

An Extension worker should have a thorough knowledge of the culture of the people with whom he works. The contents of the programme and the methods of implementing the programme should not be shocking and damaging to the culture and traditions of the people. In the zest for change, the enthusiastic worker may adopt such means which may hurt people's faith and ideologies. We should not take away the faith and values out of the individual, unless they are substituted by the new ones acceptable to the community. Sometimes, a new idea is not perfectly new but is presented as a new one, and, therefore, may become repulsive to the feelings of the community.

An Extension worker should command a stock of anecdotes and lively references which may be quoted for establishing the oldness of the idea. This approach should be strictly adhered to while introducing any change. Even in regard to village discussions on controversial issues, the Extension worker should be on the look-out to build up arguments for convincing the people, with the help of words and ideas expressed by the members of the discussion group. This type of reasoning with the villagers does not aggravate conflicts and differences, but serves as a cementing bond of union and affection.

The discussions with villagers should never leave an impression that their views have been shattered; on the contrary, they should feel that the conclusion arrived at is their own. This very principle gives rise to another issue which is subsidiary in its nature : Should the Extension worker





PLANTS TAKE THEIR FOOD FROM THE SOIL

FERTILIZERS ADD MORE PLANT FOODS TO THE SOIL

KNOWN ⟶ UNKNOWN

indoctrinate the villagers in the principles and practices of new beliefs by his superior reasoning talent and skills of narration? The answer can be given by posing another question : Will such an approach result in the building up of democratic values and whether this process of education is educational?

Of course, indoctrination should always be avoided. The villagers should never be made to accept the new ideas without critical reasoning and thinking. The Extension worker should be persuasive and there should be a critical questioning on the part of the members of the discussion group and the solution should be arrived at as a result of mutual exchange of views. If this is not done, we shall be building a community of citizens who do not do their own thinking, but depend on the privileged few outsiders who are paid for thinking.

A BIPOLAR PROCESS

Extension is essentially a bipolar process and the villagers as well as the Extension workers have ample opportunities for learning mutually from each other. The Extension worker is not there only for giving out his 'instructed judgement' to the villagers but he should constantly modify and develop his judgement in the light of the villagers' views. He should have a receptive attitude. This will help him in understanding fully about the people and their problems.

LEARNING BY DOING

Another psychological principle which the Extension worker should observe is the important law of learning by doing. This is particularly true of that aspect of development where imparting of skills is predominant. New skills can be learnt only by the law of exercise. Even the formation of new habits requires constant repetition of an act. The Extension worker should be on the look-out to provide creative situations which provide opportunities of repeating the new skills.

It is said that our community development programme has no defined and prescribed concept. The fact is that the concept and methods of community development are only in the process of evolution. If learning is derived more and more from practical experiences of life, and less and less from theoretical premises, our concepts will not be divorced from the realities of life, but will be in harmony with the same.

HOW EFFECTIVE ARE DIFFERENT EXTENSION METHODS

—Khushi Ram

THE chief job of an agricultural Extension worker is to educate the farmers and persuade them to adopt new and improved methods of farming. For this purpose, he has to use a number of Extension methods to contact the farmers and influence them to make changes in their behaviour patterns.

It is important for the Extension worker to know the relative effectiveness of the different Extension methods.

Extension methods which reach a large number of farmers, or the so-called mass media, include news stories, circular letters, radio, bulletins, posters, exhibitions, etc. Methods that reach groups include general meetings, method demonstration meetings, leader training meetings, Extension schools, study courses, etc. The personal contact methods which reach the individual are demonstrations, farm and home visits, office calls, correspondence, telephone calls, etc. Similarly, indirect influences like the neighbour adopting new practics, talking and seeing and observing things make the farmer adopt a change. Each of these teaching devices has its place and they supplement one another. Together they provide the stimulus for interest, desire, action and satisfaction.

Professor Lincoln David Kelsey and Cannon Chiles Hearne have given the following Table regarding the relative effectiveness of different types of Extension methods in their book "Cooperative Extension Work."

Method	*Percentage of families adopting practices*
1. Indirect Influence	19·1
2. Methods that reach masses	37·4
3. Methods that reach groups	26·0
4. Methods that reach individuals	17·5

The above Table relates to the United States of America where the percentage of literacy is very high, Extension work is well advanced, and farms are big in size and their number is small.

A similar study was made by the author in the Nilokheri Block to find out the relative effectiveness of different Extension methods in India, where the conditions totally differ from those in America, viz., literacy percentage is low, Extension work has started only recently, the size of individual holdings is small and the economic condition of the average farmer is comparatively poor.

The Nilokheri Block, where the survey was undertaken, has a population of 76,000 and an area of 1,57,872 acres. The cultivated area is 94,172 acres, out of which 45,251 acres have irrigation facilities. About 155 cooperative societies of different types function in the area which provide credit and other facilities to the farmers. The percentage of literacy in the area is about nine. Extension work is going on intensively in the area since the inauguration of the Block in 1952. Similarly, the trainees of the different institutes located at Nilokheri, viz., the Extension Training Centre, the Social Education Organizers' Training Centre, the Block Development Officers' Training Centre, use the villages of the Block as practising villages. The farmers of the area are on the whole comparatively very well off.

For the purpose of the survey, the various agricultural practices that were taken into account were :

1. Improved varieties of crops
2. Improved implements
3. Improved methods of cultivation and other improved practices

The farmers were personally contacted and the Extension method which influenced them to make a change and adopt the improved practices was found out. Their answers were recorded in a proforma.

The survey gave the following results about the relative effectiveness of various Extension methods.

Method		*Percentage of families adopting practices*
1. *Indirect influence*		10·85
2. *Methods that reach masses*		
News Stories	2·58	32·95
Radio	12·57	
Exhibits	13·00	
Bulletins	1·60	
Posters	3.20	
3. *Methods that reach groups*		
General Meetings	9·50	26·73
Method Demonstration Meetings	14·80	
Leader Training Meetings	1·72	
Study Courses	0·71	
4. *Methods that reach individuals*		
Demonstrations	14·30	29·47
Farm and Home Visits	13·57	
Office Calls	1·48	
Correspondence	0·12	

These figures show that mass contact methods are not so important here as in America due to the low literacy percentage. Here, people are influenced more by personal contacts than in America. Indirect influence is important here also but the figures are not as high as in U.S.A.

It can be observed from the Table that farm and home visits, demonstrations, method demonstration meetings, general meetings, exhibitions and radio are very important teaching tools. They account for about 77 per cent of the changes. Indirect influence accounts for about 11 per cent changes.

But, to do a good job of Extension teaching, it requires the use of all these methods. One method helps another and many of them, when used in combination, are extremely useful to induce people to accept change.

UNDERSTANDING

PEOPLE'S NEEDS

—J. Paul Leagans

CHANGES that help people meet their needs are important to them. Basically then, all programmes that promote changes, like the community development programme, help people meet their needs. The element of needs, therefore, is the central concern in community development.

It is well known that the programmes that promote changes in conditions of "free choice participation" are successful only to the extent they focus on the needs recognized by people and to the extent they are effective in helping people meet these needs.

Since people are free to participate or not to participate in the programme as they choose, the programme offered constitutes in a real sense a ballot which they use for casting a vote. When they participate, they vote favourably. When they do not participate they also vote, but unfavourably. They determine their vote on the basis of their estimate of the probable value of the things their participation may give them. This judgement is made on the basis of satisfaction—economic, social, aesthetic or moral—or the lack of it, which people feel they may obtain by their participation.

Since people examine programmes in the light of their concept of their needs, which in effect are their "felt needs", the real problem of successful programme planning is one of accurately identifying what people want, what they think they need and actually do need, and getting these items woven into a realistic, well-organized and concerted series of forceful activities.

Effective programmes to promote change are developed, therefore, through an approach to individuals and groups to find their needs and interests, and by arranging action that helps meet these needs. Hence, it is essential for the leaders of programmes that promote change, to have a clear understanding of the nature and role of people's needs.

This understanding can be developed by gaining a clear concept of the meaning and implications of the following propositions which have extensive application.

1. Man is an independent living system surrounded by an environment with which he constantly inter-relates.

   —His well-being depends on keeping a balance between the internal forces produced by human energy and the external forces produced by the environment in which he lives.

   —To keep the internal and external forces in an equilibrium, it is necessary for him to meet certain needs.

   —In this sense, he is continually meeting his needs to attain those conditions of living that give satisfaction.

   —He is constantly attempting to attain, maintain or improve this balance.

   —The nature and extent of his needs depends on the nature and extent of the imbalance.

2. Man's attempt to attain and maintain an equilibrium between the internal and external forces represents in a true form his real struggle for survival and for economic, social, aesthetic and moral improvement.

3. People's needs are identified by finding through the planning process the actual (what is), the possible (what might be) and the valuable (what ought to be).

   —In choosing the needs on which the programme is to be focussed, choose the most valuable needs.

   —Then make it a goal to change the people and the conditions in which they live from the state they are actually into the most valuable possible state for them.

   This process is the essence of programme planning.

4. Needs may be defined for functional purposes as the difference between 'what is' and 'what ought to be'. Needs always imply a gap between these two conditions.

   —'What is' can be determined by a study of the situation.

   —'What ought to be' can be determined on the basis of research findings and the values people hold.

   —Information about 'what is' does not make a programme, it only shows the situation. From this point planners have to take another step and decide 'what ought to be'.

   —Deciding on 'what ought to be' is the process of deciding on programme targets, goals or objectives.

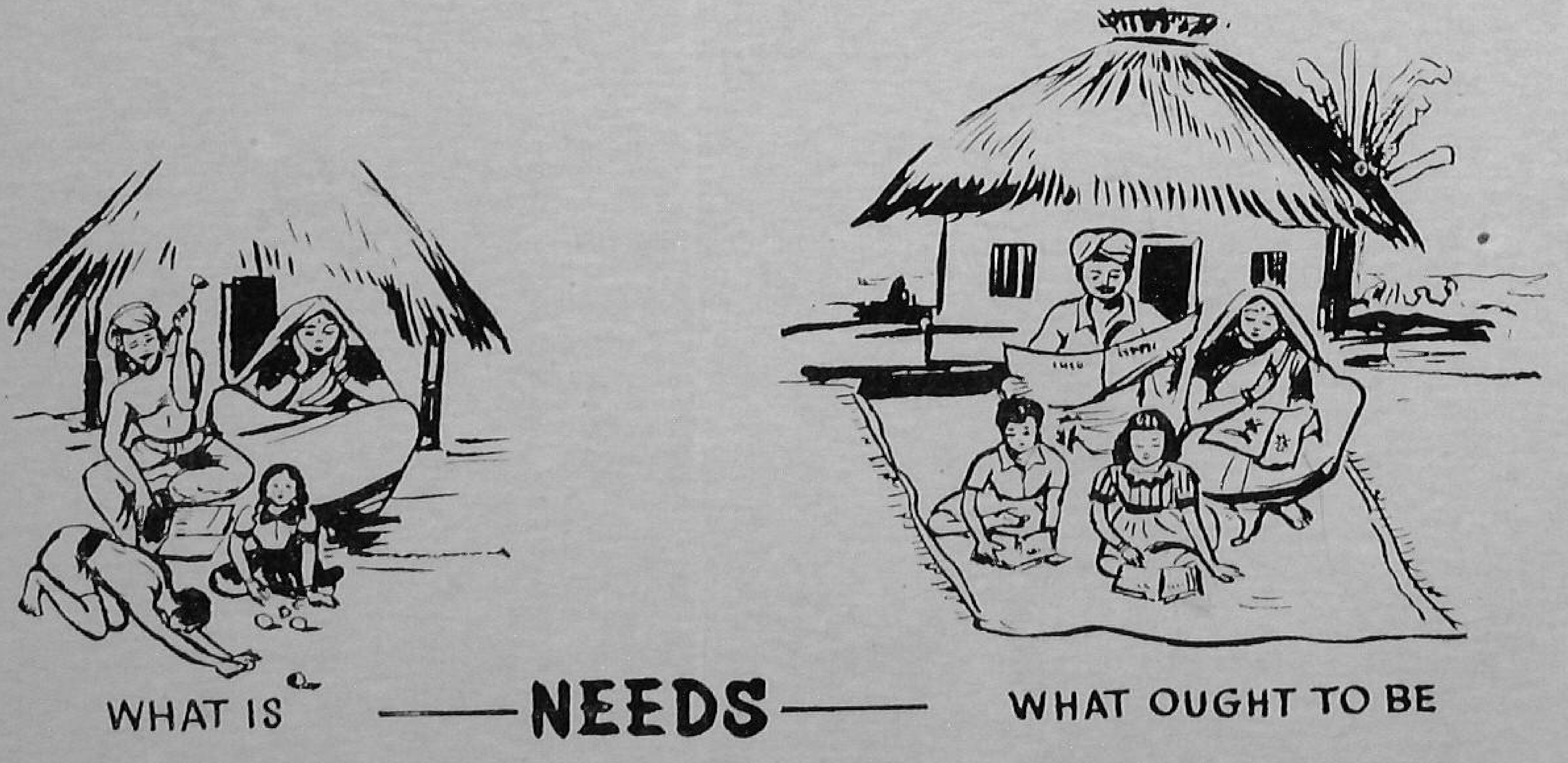
   —The level of 'what ought to be' must be within the physical, economic, social and mental possibilities of attainment.

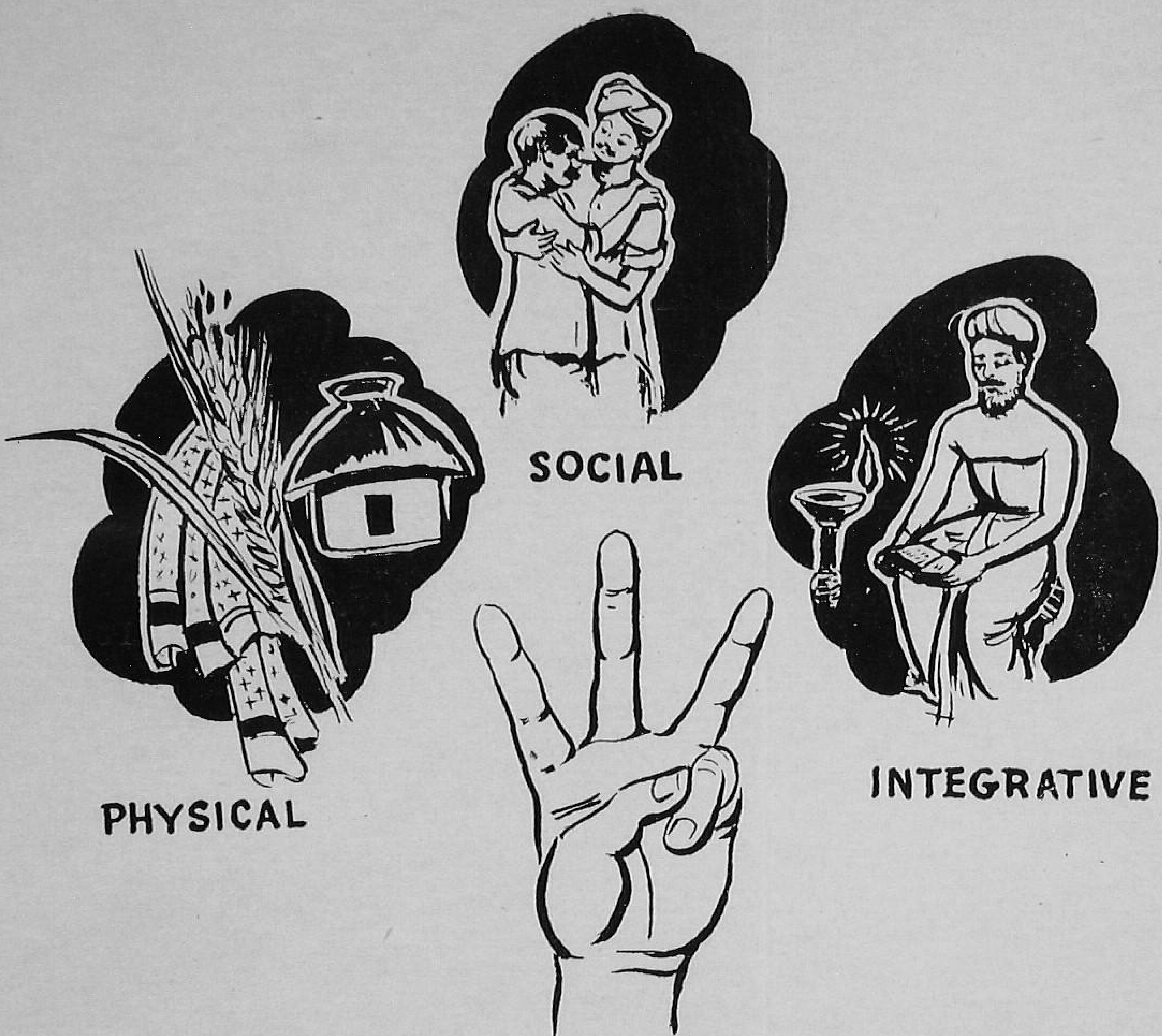
   —The nature and extent of the need is an indication of the significance of the problem.

   —People must be brought to recognize the gap between the actual or 'what is', and the desirable or 'what ought to be', and place value on attaining the desirable condition before they will want to change or become motivated to change in progressive directions.

5. The needs of people may usefully be classified into three categories :

   a. *Physical needs*—food, clothing, housing activity, etc.





NEEDS

b. *Social needs*—group status, affection, belonging, etc.

c. *Integrative needs*—the need to relate oneself to something larger and beyond oneself—a philosophy of life, etc.

6. Needs may be felt needs or consciously recognized needs, and unfelt needs or unrecognized needs.

   —All needs must become felt before they become motivating forces for people in a free society.

7. When the actual, or *status quo*, is seen as the ideal, desirable or satisfactory status of things, no need is recognized on the part of people. Consequently, in their minds, there is no use for a programme to promote change because there is no need for change as they view the situation.

In view of the foregoing propositions the central task facing the leaders of the rural development programmes is one of helping people recognize their present status in relation to what it could and ought to be, helping them realise the importance of moving toward the desired condition and helping them gain the knowledge, skill and inspiration necessary to attain the new, improved, and more desirable condition of economic and social well-being.

TEACHING A JOB-ORIENTED SYLLABUS

—J. H. S. Ponnayya

IF the training of a Gram Sevak is to be objective, it is necessary that it should be related to the jobs he has to do in the field. For this purpose, a list of jobs which the Gram Sevak may be expected to do in the field, based on the conditions in the villages, should be made. The syllabus should be split up according to these jobs and the trainees should be taught how to do the jobs.

Certain portions of the syllabus are intended to give the Gram Sevak an academic knowledge and these cannot be brought under the job which the Gram Sevak has to do. These portions are mainly intended to give him the background of the subject so that he will be able to understand the job better. On these subjects lectures have to be given.

How a job-oriented syllabus is being successfully implemented in the Bhavanisagar training centre is described below.

During the first two months of the training programme, general lectures are given by the subject-matter Instructors to give the trainees a basic knowledge of the various subjects to be studied by them.

After these preliminary lectures, each job is taken and dealt with separately by taking the following steps.

* Village enquiry
* Drawing out the problems and supply of literature
* Private study
* Discussion and finalization
* Evaluation
* Activity
* Discussion class

Village enquiry

The jobs which are to be dealt with during the next 15 days are first decided upon by the staff. The trainees are sent for a day to the villages once in 15 days. They are given suitable questionnaires to bring to light

the conditions prevalent in the villages, which necessitate doing a particular job. The trainees are sent in batches of 20 to 25 and they study the village situation. This enables them to understand the need for doing the job and also trains them to find and analyse village conditions, and come to conclusions.

Drawing out the problems

The entire class is assembled together and the Instructor writes on the board the job that is to be dealt with. He draws out from the trainees the problems with which they are confronted with in doing the job. These problems are studied and discussed. They are presented in the form of a series of questions, the answers to which help the trainees to do the job. They are enunciated by the trainees themselves and if some are omitted the Instructor asks leading questions and brings them out.

In case the trainees do not have any knowledge about the particular subject, an introductory talk of not more than 30 minutes' duration is given. This enables the trainees to have sufficient knowledge of the subject to think on the right lines and enunciate the problems.

This makes the trainees think and develop an analytical attitude in them.

Supply of literature

Specially prepared literature has to be supplied to the trainees for each job. As proper text books are not available and the few reference books available are in English and beyond the understanding of the trainees, the Instructor prepares relevant literature and supplies copies of it to the trainees.

Private study

The trainees read the literature and find out the answers to the problems. They write down the answers and bring them to the class.

This helps them in developing the habit of reading scientific literature, makes them reason out and answer the problems and thus trains them in reflective thinking, problem solving, and in sorting out the information which they require.

Finalization

The entire class is divided into four groups of 25 to 30 trainees each. The answers to the various problems are discussed by each group, with the Instructor as the leader who supplements the discussion with additional information where necessary. The final answers are written on the board and are copied down by the trainees. The jobs and problems are written on the left-hand side and the answers on the right-hand side. These notes are helpful to the trainees in the field.

Evaluation

After each job is taught, an objective test is given to the trainees to find out their depth of understanding of the subject, and to highlight the important points covered in the portion. True or false type, completion type, multiple choice type and matching type tests are used.

The answer papers are shuffled among the trainees. The Instructor reads out the answers and the trainees correct the answers themselves. This helps the trainees to know the correct answer immediately and prevents a lot of additional work to the Instructor.

Activity

Whenever possible the trainees are given an opportunity to put into practice what they have learnt. Such opportunities are provided both in the training centre and in the villages. A special type of field training programme has been designed to achieve this.

Improving the Training Programmes

—Douglas Ensminger

SO that we might think together on this basic question of what are some of the major weak spots in the training programme and then offer constructive suggestions for improving the training, I am posing what to me are some of the basic questions. Following each question I am offering one possible line of approach for improvement.

Question

Are the training centres effectively oriented to their central task of training a multi-purpose village Extension worker for community development?

Suggestions for Improvement

In the future, to be eligible to teach in a training centre each Instructor should have had at least two years' successful experience in an organized Community Development Block, doing the job he is now lecturing on.

Question

Does each Instructor consider how his field of interest is related to the other subject-matter areas being taught?

Suggestions for Improvement

If the staff had systematic seminars on each major field covered by their lectures, perhaps much could be accomplished, first, in helping sharpen the emphasis on each field, and second, in informing each other about what is being taught.

Question

Can each Instructor assume the role of the village Extension worker for the specific subject-matter area he is responsible for?

Suggestions for Improvement

It might be helpful if the staff worked out in co-operation with a group of successful Gram Sevaks, a job description detailing what and how the work is actually carried out under village conditions.

Question

Does each Instructor assume responsibility for orienting his lectures to village conditions?

Suggestions for Improvement

It might be helpful to each Instructor if he gathers case material from the villages for use in lectures.

Question

Does each Instructor know the meaning and application of the basic Extension methods the Gram Sevak is expected to apply ?

Suggestions for Improvement

It would be helpful if each Instructor planned his village practice periods to use specific Extension methods for their respective fields of interest. By this I mean the animal husbandry Instructor might plan a result demonstration in controlled grazing, and over a period of time see what is involved in carrying out the demonstration. The agronomist might plan a result demonstration to prove the merits of a combination of improved practices such as improved seed, use of commercial fertilizer and better use of water, etc.

Question

Does each Instructor accept that Extension education in community development must be both process and achievement oriented ?

Suggestions for Improvement

For each major village problem, the Instructors should organize seminars bringing in outside consultants for the purpose of thinking through what is really involved in getting the villagers deeply concerned about their specific problems, and the steps and time required to bring about the change.

Question

Are all village practice training programmes carefully planned to provide for a specific teaching-learning situation?

Suggestions for Improvement

The staff should develop detailed plans for the village practice training, so that each time the trainees and Instructors go to the village they do so for a specific purpose known in advance to all.

Question

Is all the work in the centre organized to provide a teaching-learning situation?

Suggestions for Improvement

The staff should review all work assignments and assure that those to be continued have a teaching-learning objective.

Question

Does each training centre have a Development Block attached to it?

Suggestions for Improvement

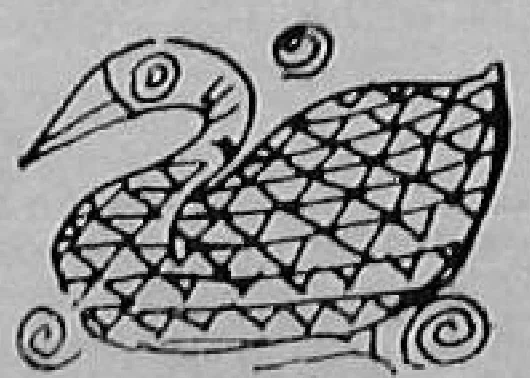
Where the centre does not have a Block attached, the Principals of these centres should early discuss the need for this with the Development Commissioner of the State.

Question

In what way is the centre providing for an objective evaluation of the effectiveness of each Instructor and the centre's overall effectiveness in turning out an integrated multi-purpose village Extension worker who (1) understands and accepts the objectives of community development, (2) knows his specific role, including competence in Extension methods, and (3) is fired with enthusiasm to help village people develop competence in solving their problems?

Suggesions for Improvement

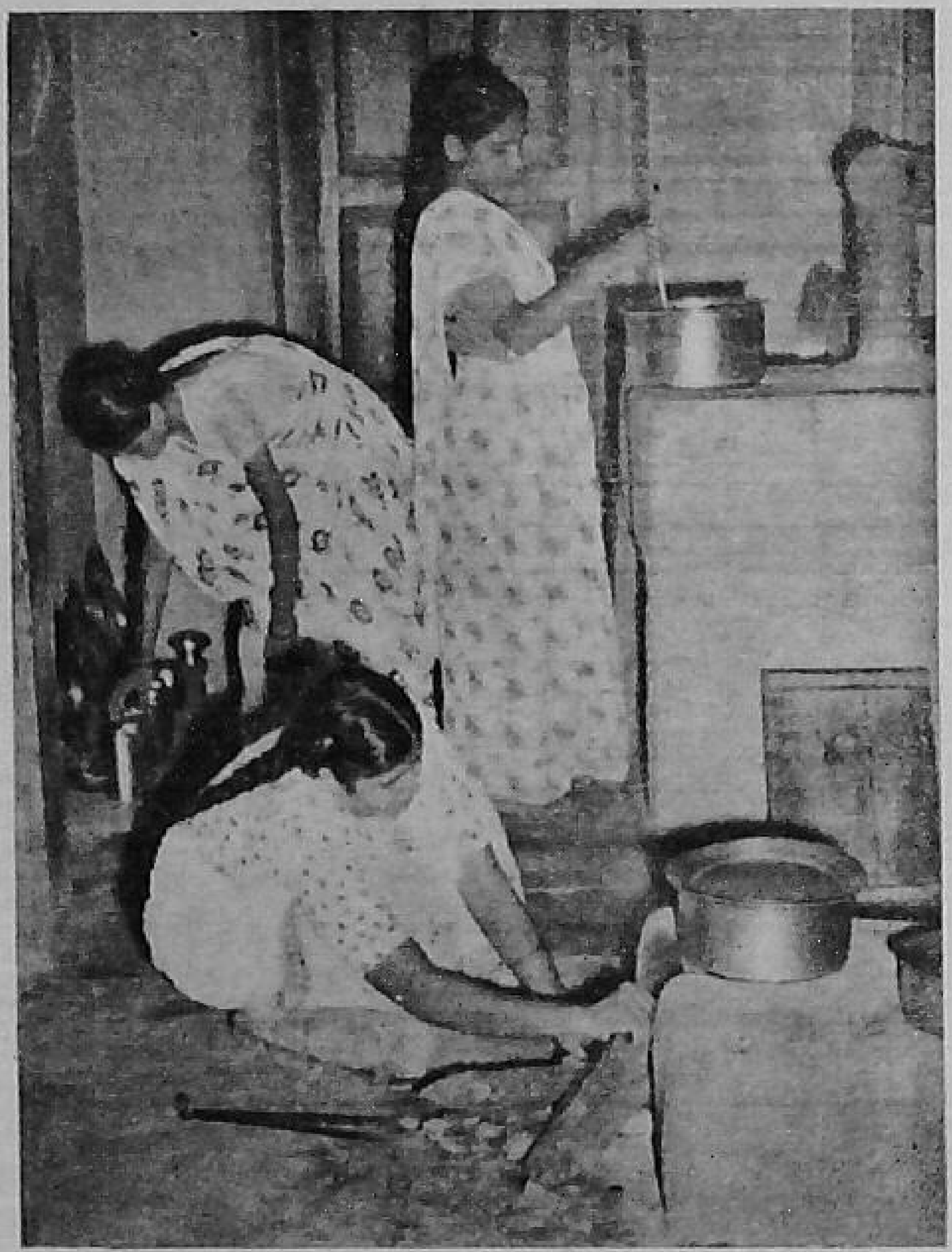
The staff should develop realistic plans to evaluate the effectiveness of each Instructor and the centre's overall effectiveness in turning out a top-notch Gram Sevak.



Kitchen gardening an important place in the training programme of Gram Sevikas

Where the Rajasthan Gra

THE KOTAH HOM



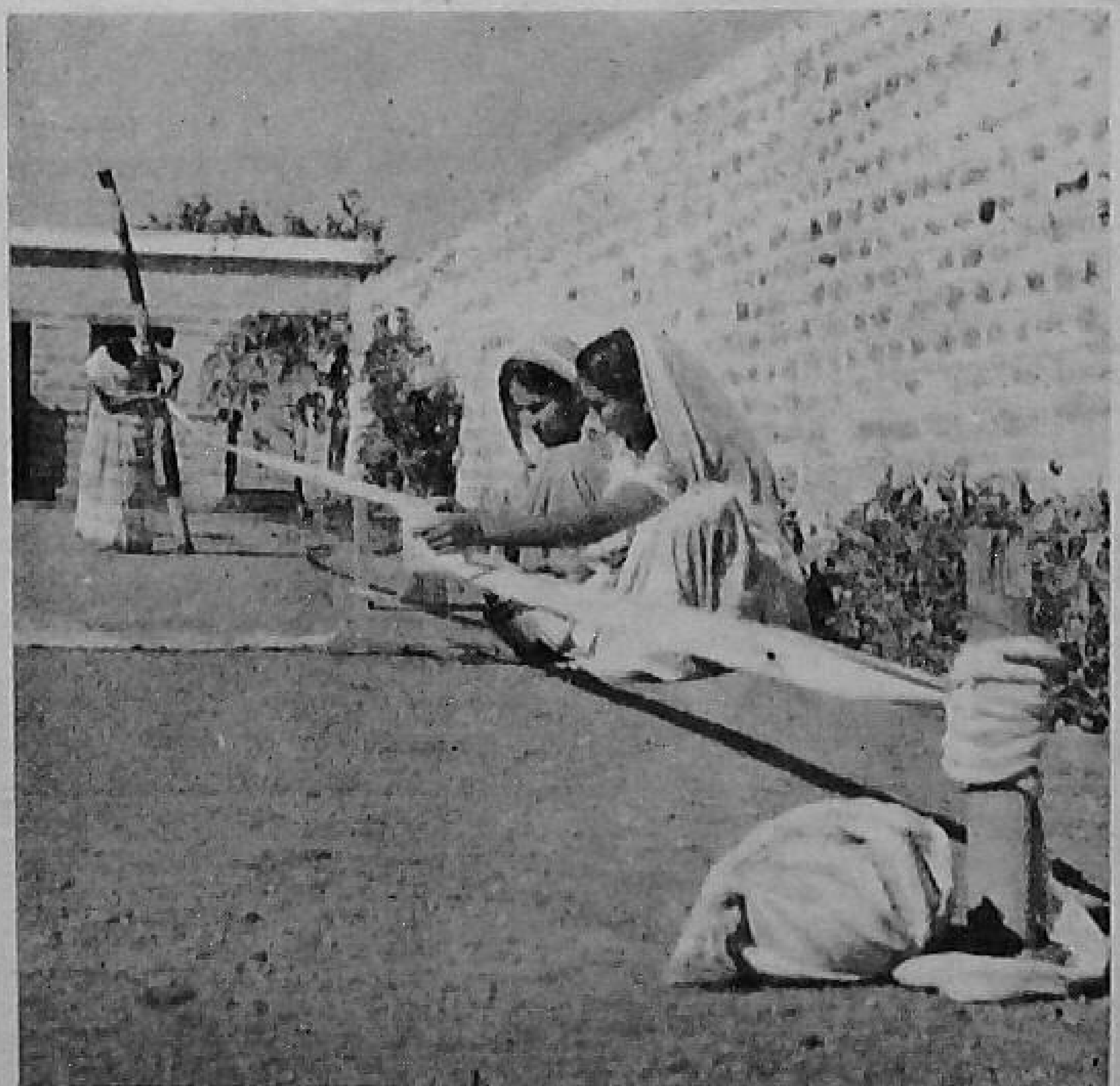
Cooking their own food in groups blends fun with work

Since its inception in 1955, th has already sent out 48 Gram ing in the field.

Whether it is agriculture c cooking methods or preparatio or knitting sweaters, weaving articles, planned recreation all that the Gram Sevika trai actual practice helps them to efficiently in the field. Their t to the four walls of the Home S a major portion of the one-year ages where they work as appre

ey bring to the village homes their ideas of preserving foods and preparing tasty pickles and jams

Training in handicrafts useful in villages, like niwar making, form a part of the programme



m Sevikas are trained

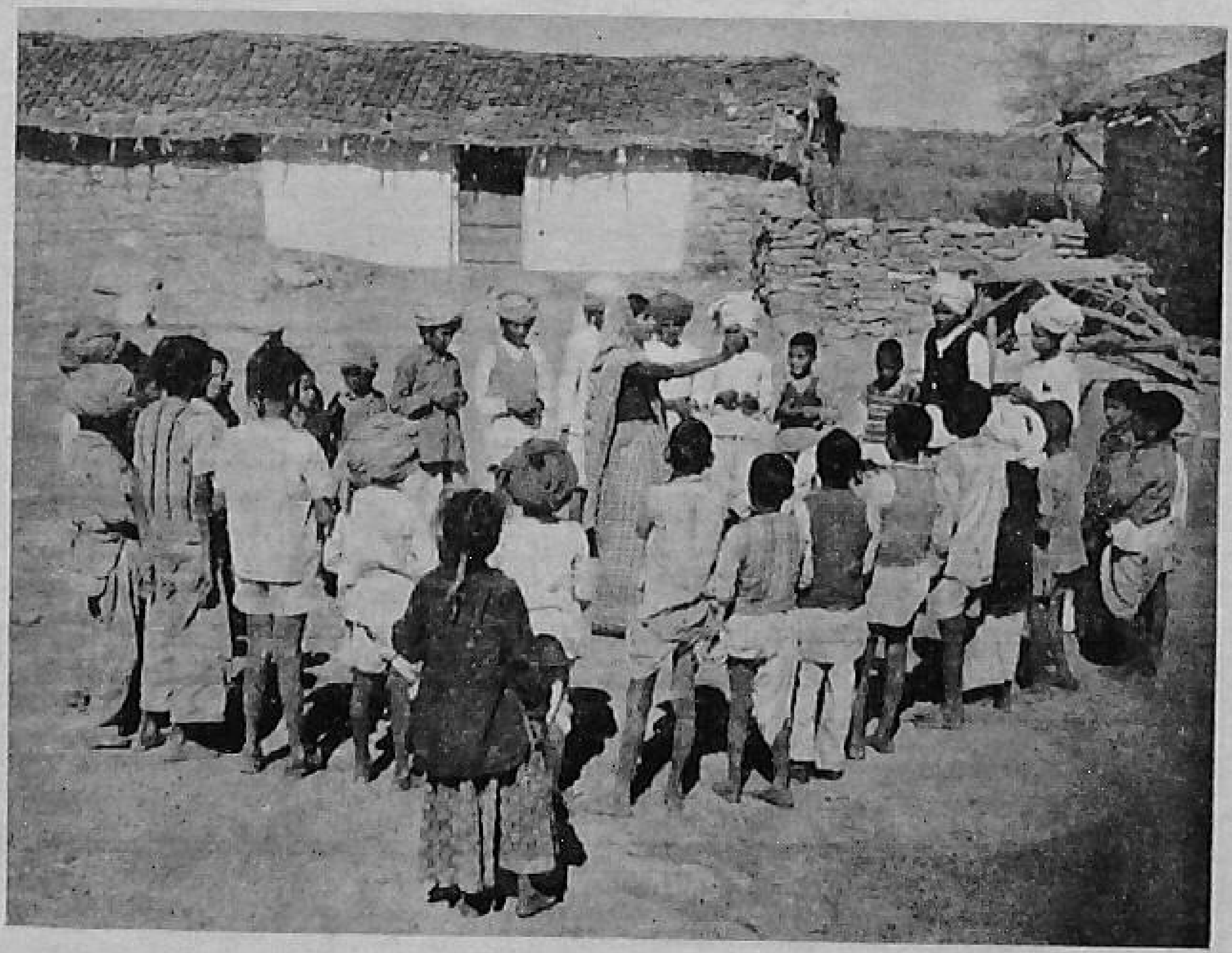
E SCIENCE WING

After the day's strenuous work a cultural programme in the evening is most welcome

e Kotah Home Science Wing
Sevikas who are now work-

r flower gardening, better
n of pickles, sewing clothes
niwar or preparing utility
or cultural programmes,
nees learn in the Wing by
carry out their duties more
raining is not confined only
cience Wing, but they spend
training programme in vill-
ntice Gram Sevikas.

Child welfare is also not overlooked



Village women eagerly learn simple tailoring and mending of clothes from the trainees

They learn to raise flowers that add beauty to the village homes

COORDINATING THE BLOCK AND TRAINING CENTRE ACTIVITIES

—A. Prakash

A full knowledge of the field conditions is absolutely necessary for a Gram Sevak trainee to be a successful Gram Sevak. Hence, there must be a constant contact between the field and the training centre. This can be assured if a coordination between the Development Block and the training centre exists. This coordination can be of following types :

1. The Principal being the ex-officio Block Development Officer
2. The Principal being the Chairman or Vice-Chairman of the Block Development Committee and the Instructors being fully associated with the Committee
3. The Block Development Officer and the Principal meeting occasionally and discussing common problems
4. Joint meetings of the Block and the training centre staff

The first device results in the training centre's staff being completely involved in the day-to-day activities of the Block and the Block's machinery tends to play a subordinate role. The Block Development Officer tends to lose initiative. The Principal and the Instructors tend to become field workers and interfere in the normal Block work more than concentrating on teaching.

The second device ensures that the Principal and the staff are kept in touch with the planning and execution of the Block work at various stages but they do not have any direct responsibility. The last two devices while ensuring some sort of contact really result in the two functionaries working independently.

A need for coordination between the Block and the centre is obvious. The problem is how best to bring it about without sacrificing the initiative and responsibility of either the Block staff or the training centre staff. The Block is necessarily a laboratory for experimentation and testing of ideas by the training centre. The training is incomplete without the trainees fully knowing and grasping field conditions and problems. A Block Development Officer can help a good deal in improving the quality and practical

content of training by affording facilities to the staff and the trainees for field work, by joint discussions of problems and constant exchange of ideas.

Perhaps, the following steps may be taken to ensure an effective and continuous coordination between the Block and the training centre. All staff meetings at the training centre should be attended by the Block Development Officer and, if possible, by his staff. This will keep the Block staff in touch with the programme of teaching, the problems of the training centre and the trainees, and will afford an opportunity to them to offer suggestions.

The field work programme of the trainees should be framed at these meetings so that all are committed to making it a success.

The Block Development Officer and his staff should give lectures in the centre to highlight the practical problems and difficulties of the field.

The Principal and his staff should attend meetings of the Block Development Committee and contribute to its collective thinking. It is desirable that the Principal is the Vice-Chairman of the Block Development Committee. This would also help him maintain contact with local leaders, sarpanches. etc., which in turn will facilitate the village work of the trainees, and will provide useful avenues for propagation of new ideas and for knowing the point of view of non-officials.

The Block and the training centre staff should participate in common exhibitions, *melas* and other functions in the Block.

If possible, monthly or fortnightly meetings of the Block staff at which Village Level Workers are present, should be attended by the training centre staff so as to acquaint themselves with the day-to-day problems of the Village Level Workers.

All state governments have accepted the necessity for establishing machinery for coordination and supervision of the training programmes. Heads of departments are members of the Coordination Committee which discusses the methods of improving the training programme in all the fields. The heads of departments should make it a point to visit both the Block and the training centre at the same time and emphasize the need for coordinated activity between them. They should look for and promote all activities leading to coordination between the training centre and the Block. The same applies to the district-level officers. More training centres have suffered for lack of encouragement as very few officers have thought it necessary to visit them when inspecting the Block work. The correlation between field and training is not always realized.

The best way of promoting and maintaining an attitude conducive to effective coordination between the training institutions and the Block would appear to be to institutionalize the coordinational arrangements; as for instance, setting up of a local Coordination Committee for the training institutions or establishing some kind of a formal coordinational link between the training centre and the Block in which it is situated. This is necessarily to be followed up by proper and helpful inspections by superior officers of all departments who should reflect and pass on the coordinated thinking at the higher levels to these lower formations rather than work on pure departmental lines.

Another useful though rather an indirect way of ensuring this coordination is to exchange the training centre staff with the field staff after every two or three years so that the Instructors know that they have got to go back to the field soon and the field staff know that any of them considered suitable may be drafted to the training centre. This would establish a kind of mutuality of interest.

INSERVICE TRAINING

FOR

VILLAGE LEVEL WORKERS

INSERVICE training may be defined as a kind of organized activity designed to improve the professional capacity of service personnel in the work in which they are currently engaged.

The inservice training of the Village Level Workers may be organized with the following objectives.

1. To remove the deficiences in the earlier training programmes and to refresh their memories about the knowledge already imparted.

2. To keep abreast with the latest findings in different fields and techniques of work.

3. To teach new subjects which by experience are found necessary to meet their needs.

4. To help them understand and solve the field problems better and thereby assist the training staff to become aware of the field conditions. and to improve the training programmes.

5. To promote their morale and confidence in their ability.

There is no uniformity in the inservice training programmes followed in various states. In most of the states they are still in a formative stage. Following are some of the methods of inservice training followed in the different states.

(a) For the trainees who have not completed the full period of the course, six or twelve months' refresher courses are being organized. In one state attempt is made to assess the deficiencies in the trainees at the beginning of the inservice training course and the programme is modified to rectify these deficiencies.

(b) Short courses of the duration of a few days to a week in special subjects like poultry and soil conservation are organized for the benefit of the Village Level Workers. Special training for Rabi and Kharif campaigns is also given.

(c) As regards non-institutional inservice training, some of the methods adopted are study tours, seminars at various levels and study circles during the monthly Block meetings.

For planning an inservice training programme, the deficiencies in the Village Level Workers could be ascertained in the following manner.

1. Needs noted by the Village Level Workers themselves.
2. Needs noted by other Block staff.
3. Needs noted by district level officers and other supervisory staff.
4. Needs noted by the Instructors of the training centres during their follow-up work.
5. Reports of the Programme Evaluation Organization and various other committees.
6. Needs noted as a result of specific tests instituted during the first few days of the refresher course.

The specific needs for an inservice training programme vary from state to state and tract to tract. However, following are some of the topics in which inservice training is needed. These should not be construed by any means as exhaustive. The specific needs have to be found out by individual states.

a. *Programme Planning*

(i) Conducting survey and utilization of the information of survey reports.

(ii) Gram Sahayaks' training camps.

(iii) Village leaders' meetings and discussions.

(iv) Preparation of schedules for supply lines and annual plans.

b. *Programme execution*

(i) Improvement of knowledge, skill and attitude.

(ii) Methods of conducting demonstrations.

c. *Administration*

(i) Reports

(ii) Records

(iii) Knowledge about service rules

(iv) Relation with Block staff and village leaders

(v) Conducting visitors, etc.

It was also observed that the Village Level Workers in general were not making use of many of the teaching methods effectively, such as demonstrations, visual aids, and study tours of farmers. Hence, these should be inevitably included and emphasized in a programme of inservice training.

The following methods of inservice training can be adopted :

Refresher courses	Study tours
Specialized short courses	Lectures
Peripatetic teams	Periodical staff meetings and
Seminars	study circles
Conferences	Training centre journals

The factors determining the methods to be used are the extent of deficiency observed in the Village Level Workers, number of participants, contents of the training programme and local problems and requirements.

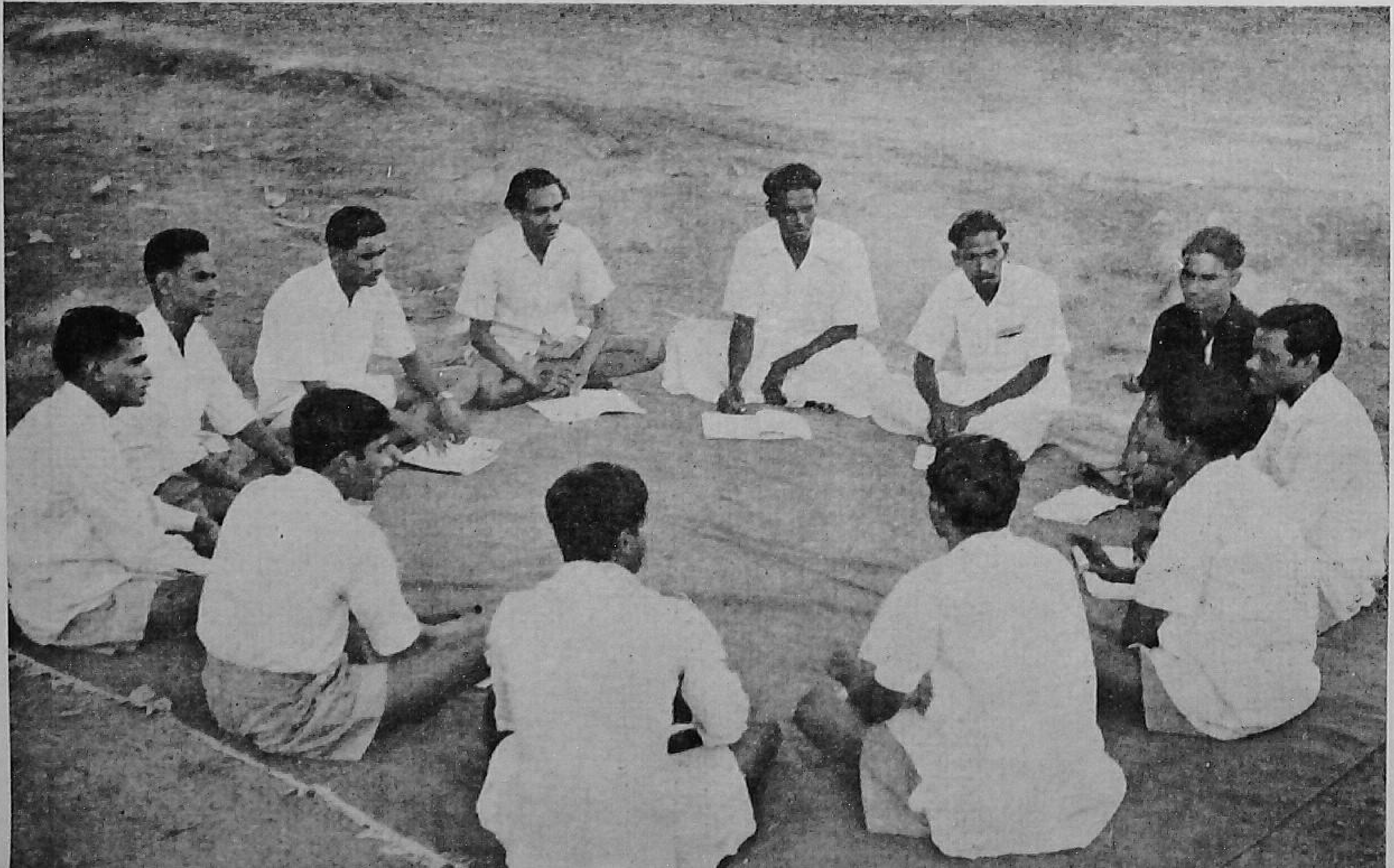
A refresher course for one month, once in three years, may be organized for imparting knowledge about the latest developments both in the subject-matter and methods, and also for meeting the deficiencies of the Village Level Workers. This is on the assumption that all other methods of inservice training mentioned above will be systematically followed. In case these methods are not followed, the duration of the period may be

extended up to two months, keeping in view that the work in the field is not dislocated.

The frequency and duration of other inservice training programmes may be as follows :

	METHOD	PURPOSE	FREQUENCY	DURATION
1.	Study tours ..	.. Visit to agricultural research stations, special institutions, places of historical interests, development projects and farms of progressive farmers.	Once a year	One to two weeks
2.	Conferences ..	.. To discuss common problems, exchange ideas, promote morale and to acquaint them with policies and programmes.	Once a year	Three days
3.	Seminars ..	.. To discuss local problems.	Once a year	Three days
		Subject-matter seminars organized to refresh and to impart new ideas.	Whenever arranged by the Departments	
4.	Specialized short courses	.. To meet special needs such as poultry and bee keeping.	Once a year	Three to seven days
5.	Peripatetic team	.. To give special coaching in the subjects and solving local problems at times when campaigns or special drives are launched.	..	..
6.	Staff meetings and study circles	To discuss field problems of the Village Level Workers and to guide them in their work and review literature.	..	..
7.	Lectures ..	.. To introduce new ideas to the Village Level Workers.	..	..
8.	Journals from training centres	To keep the Village Level Workers informed of some of the latest developments, to help them to think on specific problems and to provide them with information.	Monthly	..

Staff meetings and study circles are some of the best methods for the inservice training of the Gram Sevaks



Soil Conservation Through Development Blocks

—D. K. Misra

EXPERIENCES in Uttar Pradesh point out that it is better to have the soil conservation work organized in such a way that the services of the farmers of the area are utilized most efficiently.

With the network of the National Extension Service Blocks we have at present, it appeals that the Blocks should be given the responsibility of educating the farmers regarding soil erosion and soil conservation to enlist their cooperation for the work. When soil conservation projects are executed by a Government agency without the cooperation of farmers, they find it hard to consider the works as their own and their maintenance later on becomes a great problem.

In the district of Etawah in Uttar Pradesh, huge earthen constructions were made with the help of mechanical devices in 1947 at government expense. After some time it was found that these huge dams and earthen constructions were not cared for by the farmers, and became a problem. The *katcha* escapes provided in the dams themselves developed into gullies and the problem was aggravated many-fold.

The Extension staff will more effectively be able to make the farmers realise their own problems of soil erosion and will make them soil conservation minded. The Block staff should be given adequate training in soil conservation and later on it can very well shoulder the responsibility. This has been tried in the pilot projects in district Etawah of Uttar Pradesh. This also avoids the duplication of the staff in the Block area.

Before selecting an area for soil conservation work, the reaction of the cultivators to this type of programme should be ascertained. Their consciousness towards erosion problems should be studied. They should be taken to areas where such type of work has been done and a free mixing with the cultivators who have adopted measures of soil conservation should be encouraged. This sight-seeing and contact with the people who are doing soil conservation work will provide them an opportunity to have a first hand knowledge of the work and will clarify their ideas. When a majority of the people are willing to take up the programme, plans for soil conservation measures may be made.

A self-defenced catchment area should be selected for soil conservation work. The whole water-shed should be considered while estimating the amount of run-off water during different stages.

A survey of the area should then be undertaken to have some base-line data about people's social and economic reaction to the programme, and to know the present situation, lay-out and topographical position of the fields in the area.

The proposed area should then be demarcated on the village map and the map should be enlarged twice or thrice the size, depending upon the total area and the size of individual plots. If the plots are too small, the enlargement should be more and if the individual fields are large enough then a smaller enlargement will serve the purpose. The area then should be contour surveyed and contours marked on the enlarged map. Planning of soil conservation measures is to be done on this map.

Adoption of the correct land-use programme, proper tillage methods, rotation of crops, judicious use of fertilizers and manures, grassland farming, strip cropping, vegetative control of gullies and use of seasonal cover crops are some of the agronomic measures commonly practised in soil and water conservation. Contour bunding of the fields, gully plugging afforestation of slopes are some other measures taken to conserve the soil.

The planning of a soil conservation programme depends upon the soil, climate and slope of the area. For instance, the depth of the soil is one of the major factors which have to be considered while contour bunding. If the fields have shallow soils, then it will not be possible to permit more vertical drop between two bunds, because greater vertical drop will ultimately result in shifting of the soil from higher to lower levels, thereby exposing the sub-soil. In the case of fields having a deep soil, a greater vertical drop can be provided between two bunds and levelling can be encouraged.

Soil conservation work should be taken up by all the farmers of the area simultaneously on a cooperative basis.

When a progressive farmer individually protects his land against erosion, he usually derives almost immediate benefits in the form of better harvests and a greater sense of security, though these benefits may not necessarily fully compensate the cost of protection. But, his neighbours may also benefit, not only through the cessation of soil washing or drifting from the protected fields, but also obviously through the surplus water percolating through the soil and being stored for common good in the underground reservoirs which feed wells in the area. The progressive farmer thus has a case for claiming from his negihbours a part of the cost of conserving his soil. At the same time, if the neighbours neglect their land, the progressive farmer's good work may be utterly wasted. Such a farmer should, therefore, be able to insist that his neighbours also take adequate measures to conserve their soil and that they should be ready to pay their share, proportionate to the indirect benefits they receive, towards the cost of protecting the region from excessive run-off and erosion.

Regional cooperation against erosion is thus highly desirable for offering a united front against the common enemy.

Soil conservation measures can become permanent only when the social institution of the village takes it up and considers a conservation farmer as a normal and essential member of the society.

For all these reasons, a soil conservation society should be organized in each village. This local village institution, if rightly developed, has a chance of correlating and coordinating various soil conservation programmes. The society can help control the grazing of cattle on common pastures, so that an entire area may not be destroyed by overgrazing; help in cooperative action for the improvement and upkeep of pastures and arrange for the planting and protection of village forests.

The organization of village conservation societies could be immediately taken up in areas where the soil conservation programme has been going on for sometime and people have been convinced of its utility and are practising the methods of conserving their soil and water resources. Village Level Workers and Social Education Organizers of

the area should help the village people in organizing this society.

At a later stage, it is visualized that the district organization for soil conservation, a District Soil Conservation Board, similar to the Soil Conservation Districts in U.S.A., may be organized.

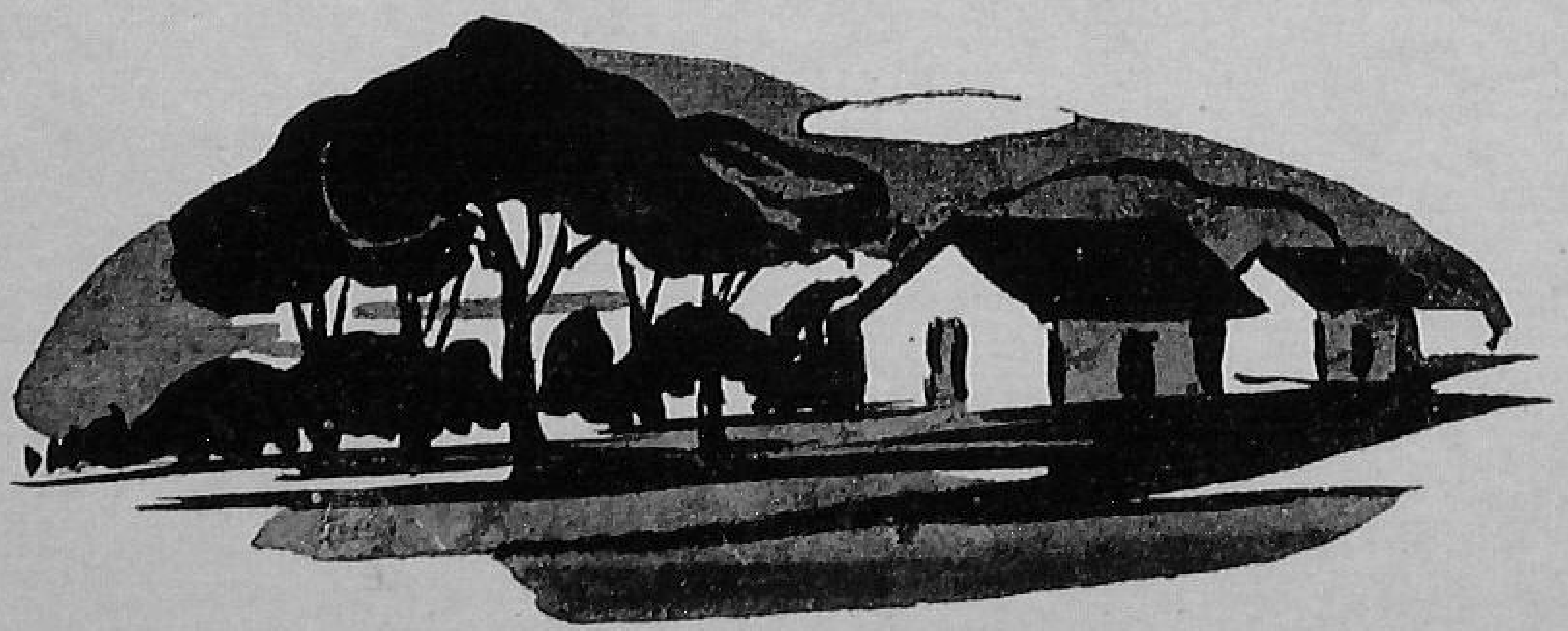
To acquaint farmers with the causes of soil erosion and the most effective methods of its prevention and control is obviously an undertaking urgently needed, if the programme of soil conservation has to be given a momentum. The illiterate and ignorant, who have been following the primitive methods of cultivation and have hardly understood the phenomena of land use capability, have to be explained the broad outlines of soil conservation principles. Experiences reveal that farmers are afraid that their land would be acquired by the Government if they construct a bund, a contour, a terrace or plug a gully. Also, being technically not very up-to-date, they consider the piece of land perfectly conserved once they adopt bunding, terracing, or any one of the soil conservation practices.

The technique of educating members of a soil conservation society should not be a formal one, rather it should be based on discussions of a practical nature bearing on practical problems of their own village. These meetings should be held at a week's interval and a series of discussions should be arranged. Audio-visual aids should be frequently used in the discussion meetings.

In a new programme, sharing of successes and failures and practical experience in the field are very important. To encourage group participation and interchange of views in discussing topics of mutual concern, conferences and seminars are the best methods. A group of individuals can develop better ideas, suggest better solutions to problems and think more creatively about matters of policy than a single isolated individual. Furthermore, group thinking provides a source of stimulation to individual thinking and follow-through on the part of individuals.

In the sphere of soil conservation, therefore, conferences of workers and farmers at the Block, district, state and national level should be regularly arranged.

This is just a rough plan of how soil conservation work can be better organized through the services of the Block staff. If this agency is utilized, it will not be difficult to further speed up the progress of the work.



WHAT MAKES A GOOD INSTRUCTOR ?

THE task of the Instructors in the Extension training institutions is not an easy one; on them is devolved the responsibility of training the most important man in the community development programme—the Gram Sevak.

This is what a successful Instructor does to properly impart knowledge and skills to the Gram Sevaks :

1. He divides the subject he wants to cover during the course, month-wise and if possible even week-wise.
2. He has with him a summary of every lesson he teaches. Whenever possible he gets the summary mimeographed and distributes it among the trainees.
3. He makes use of all the available teaching aids that are likely to make his lesson interesting and effective. He prepares a list of the teaching aids available in the centre or which can be borrowed from some other source.
4. He has a list of references available in the library, some suitable for him and others suitable for the trainees. He guides the trainees to find out references useful for them.
5. While teaching, he does not do all the talking himself. He initiates discussions wherein trainees participate.
6. When the trainees are taken to the laboratory or field for practical work, he plans ahead what work they are to do and what new skills or knowledge they are to acquire. He keeps all the necessary material and equipment ready. He sees that the trainees maintain a systematic record of all such work done by them.
7. After a new topic or a new practice is taught, he provides opportunities to the trainees to use the newly acquired knowledge or skills, so that they feel confident about their progress. He is then able to find out how far he has succeeded in teaching.
8. Whenever he finds that the trainees have failed to learn new facts or skills, first of all he tries to locate the causes of the failure in his method of teaching and then plans to improve it. He never blames the trainees for the failure.
9. He always keeps in mind that whether it is a new knowledge or a new skill, it must be useful for the trainees in their day-to-day life. He, therefore, stresses on the practical application of the knowledge and makes the training more valuable.
10. He always keeps a correct record of the daily teaching work done by him. This information is used by him in the future planning of his teaching work.
11. Besides knowing the subject well, he also tries to know how to teach it effectively. He also knows that his personality contributes a lot towards effective teaching. He, therefore, pays adequate attention to maintaining integrity of character, and developing in him such good qualities as cleanliness, tidiness, punctuality, perseverance, coolness of mind, patience and love for knowledge and truth.

MY EXPERIENCES IN RURAL YOUTH WORK

—P. D. Upadhaya

I am convinced that our rural youth will certainly be the progressive farmers of tomorrow provided today they get proper training and opportunities for developing themselves.

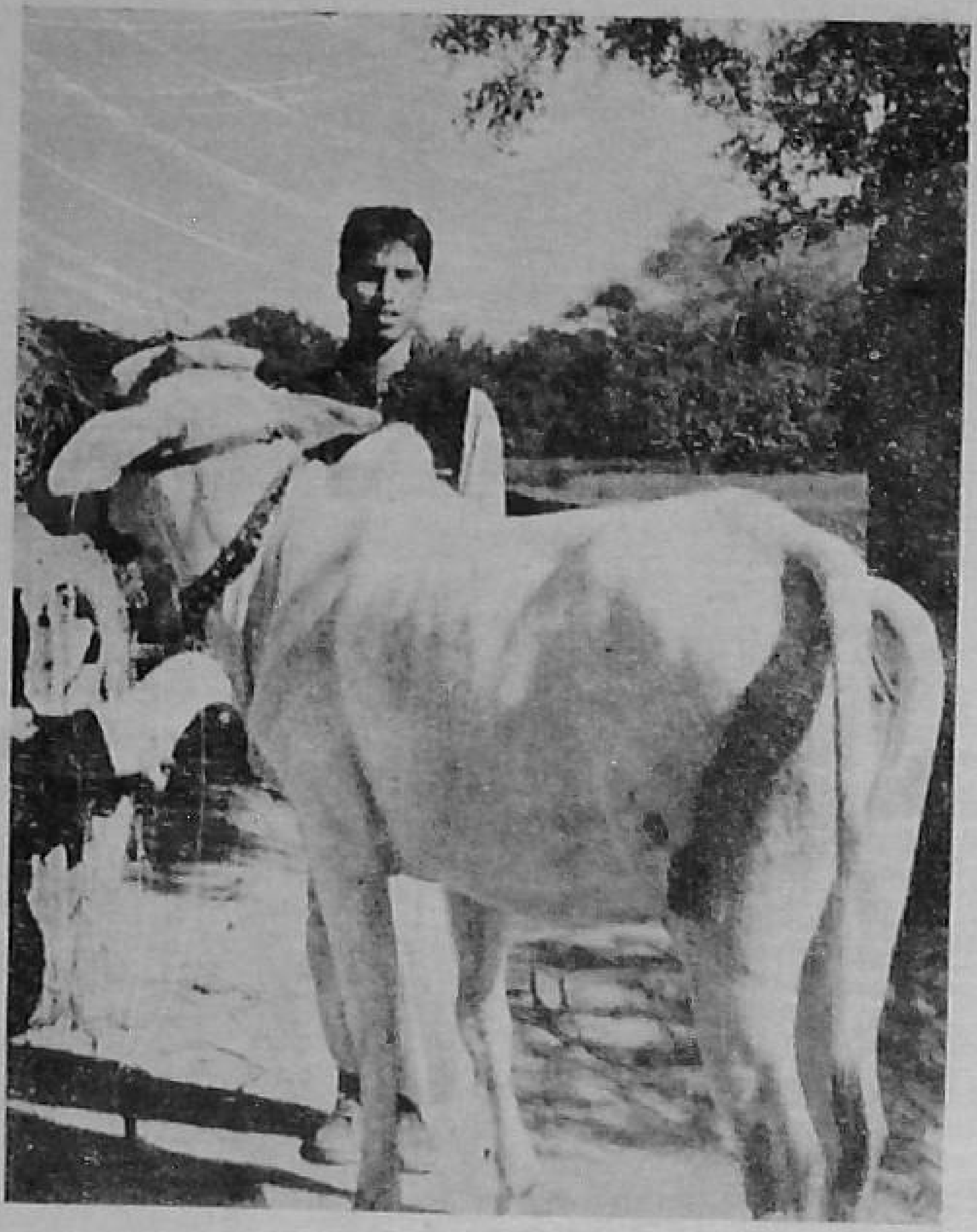
I am basing my conclusion on the experiences I gained during my association with the experimental project in youth organization conducted by the Planning Research and Action Institute, Lucknow.

In the initial stage of the project, the work was started in 1954 in two villages, Sherpur and Sonbarsa. To enable me to help in the selection, planning and implementation of individual and group projects and to participate in the community life of the villages, I made my headquarters at Sherpur.

Very few people had heard of boys' clubs before. As such, my first task was to introduce the villagers and the village youth to the programme and to create interest for it. I made individual contacts, organized group and mass meetings and conducted filmstrip and film shows. This made some people curious about youth work. A general meeting of the prospective club members, parents and potential voluntary leaders was called. The objectives, principles and methods of village youth work were explained in the meeting.

As anticipated, some people had their own doubts. Some interesting questions were asked. Should the boys do club work or go to school ? When and how can they work on their projects ? How will they finance their activities ? Who will be responsible if the boys start fighting in the club ?

All these questions were satisfactorily answered, and nine young men and their parents showed readiness for starting a club. Soon after, a few informal meetings of the prospective club members and potential village leaders were organized. They were explained the responsibilities of the office-bearers and members as well as the technique of conducting meetings. They were told in detail about the project work and the individual, group and collective projects they would have to undertake. When the members were sufficiently oriented, the group was organized into a club. Officers were



This Hariana heifer is my future hope

elected, rules and regulations adopted and club procedures agreed upon.

In the first year there were many obstacles which we, of course, overcame. Parents were reluctant to risk money on the projects. They were unwilling even to lend land for the projects. The young people themselves lacked confidence and initiative to undertake the project work. However, the initial projects undertaken were such that the cost involved was very little and the results were expected to be quick. In the beginning most of the club members took up vegetable growing. They were taught the improved practices of growing vegetables, which in turn served as a demonstration for the community. Gradually the boys developed confidence and were enthusiastic. After a year, cereal and cash crops were cultivated successfully.

While agricultural projects and other activities have increased over the years, we have added such other projects as the rearing of Hariana heifers, sericulture, bee-keeping, etc. Sericulture has become the favourite project of the club members. Some are earning 40 to 50 rupees every month from it.

Rearing silk worms in Garhia village was an enterprise fraught with several odds. Four boys from the villages of Garhia and Amaota (Etawah) were chosen to receive one month's training in worm rearing. But villagers opposed it tooth and nail, as it was against their religious sentiments. They could not reconcile to the idea of rearing thousands of worms and then killing them for money. Only Sri Hukum Singh, a youth of Garhia, could dare face the opponents. He started the project with a few layings. His trials continued for about three weeks and fetched him 45 rupees. Sri Hukum Singh was all along doing his work on the farm, and sericulture was a side project requiring only a couple of hours' extra work daily. This proved to be a great revelation. All were attracted to it. Religious sentiments were subdued, and youth from other families

This year we have sold honey worth 150 rupees

We three are jointly cultivating this plot of potato

joined hands in the project. The programme has now spread to four villages, and not only youths but even adults of these four villages have now taken to the silk-worm rearing programme.

The idea of establishing youth clubs gained steady popularity with the youth of the neighbouring villages and their parents.

It was noticed that a majority of those who joined the clubs did so after a member training camp had been organized. The training camps gave a fillip to the movement, as members with their knowledge of aims and objects of youth clubs and with their experience of club work inspired others to join the movement.

An appeal for play was already in existence in the youth of the villages where club work was initiated. They used to play one or two games, but nothing was in an organized form. Variety in the physical and cultural activities was conspicuous by its absence.

To begin with, at the close of the club meetings, cultural and recreational activities were undertaken. The participation was limited only to one or two members who could sing songs or recite poems and tell stories. Others simply felt shy. A move was made so that each member of the youth club would recite at least one poem or song. This encouraged the participation of all. So far, only kabbadi and volley ball were being played by the club members. Later, other games were also introduced. Activities like sitting in order, standing properly, marching to the tune of a song, were included in the programme, and inter-club competitions in games and sports were organized.

The idea of a rural stage was introduced to the youths, and they themselves started giving performances on suitable occasions. Impersonation, fancy dress, poets' conferences, recitations, one-act plays, story telling, skits and humorous dialogues, etc., are now being regularly presented.

Though the achievements of the programme are not substantial, I find that the potentialities are rich. Last year, 45 clubs with 500 members were functioning in the area. The members cultivated more than 20 acres under individual and group projects and earned a profit of more than 6,000 rupees. Failures and difficulties very often impeded the progress of the programme, but the brightest feature was that sincere efforts were made to overcome the difficulties and to turn the failures into success. Certain unavoidable calamities like frost, hailstorm, pests and diseases damaged the projects of the youth.

The whole process has been one of trial and error, and the biggest results though not received in cash, have definitely come in the shape of learning. Difficulties in resources also were not few. The problem of the landless, the problem of the poor who had not even a naya paisa for purchasing seeds and fertilizers faced us all long. The need for voluntary youth leaders was felt very much. However, I am confident that after five or six years, effective voluntary leadership will emerge from amongst our club members who by then will have grown into responsible and progressive farmers.

My bottle gourds can fetch a prize in any exhibition

HOW WE INTRODUCED SOYABEAN IN VILLAGES

—Santi Chakravorty

THE "try many methods" principle of Extension proved very successful at Fulia, West Bengal, in making the villagers grow soyabean in their fields.

The Fulia Home Science Wing received a supply of 25,000 pounds of multi-purpose food made from soyabean from the Meals for Millions Foundation. This food which was very rich in protein, was to be distributed free to the villagers with a view to making them accept and ultimately motivating them to grow soyabean in their own fields, for making it a supplement to their normal diet.

It was thought possible to lead the villagers to such an action only if they could be convinced of the good effects of the food on their health.

It was decided that 40 families with five members each should be taken up for the experiment and that each member should be given two ounces of the food daily, for six months.

Ten villages were taken up for the experiment and the trainees were asked to select four families from each village for distribution of the food.

For introducing the food in the villages, the trainees made individual contacts, and talked to the villagers about the benefits of the food. Then they organized a general meeting in each village where the whole plan was explained. The village leaders were asked to select four families from each village for trying the food. A committee of three to five members, which included women also, was formed in each village to see that the food was consumed regularly by the selected families.

The trainees demonstrated to the selected families the method of preparing dishes out of the food. Before the demonstration, the trainees prepared dishes in the Wing according to the recipes supplied by the Foundation, but the dishes were not tasty. The trainees, therefore, invented their own recipes for making dishes that suited the local taste.

Suitable posters on the subject were made and put up in the houses of the selected families in order to remind the housewives to use the food daily, only at the rate of two ounces per head. The trainees also marked a vessel in each house to make it easy for the village housewives to measure out the food correctly.

The trainees composed a song on soyabean and taught it to the village children. The children loved to sing the song repeatedly.

We first demonstrated how to prepare dishes out of the multi-purpose food

The trainees then weighed the members of the selected families. Members of the control group of villagers who did not receive the food were also weighed.

However, it was not an easy task to weigh the villagers. Most families resisted it. In some villages, people, especially the womenfolk, had the idea that the menfolk should not be weighed, as it shortened their span of life. In some cases the women did not want to be weighed as they thought it was not modest to do so. The mothers in some cases did not want their children to be weighed for fear of the evil eye being cast on them. With great difficulty the trainees were finally able to persuade the villagers to get themselves weighed.

A week later, a remarkable change in the attitude of the people towards the food was observed. The families were eager to have more of it. Even imaginary tales, like old men regaining vigour, anaemic children getting pink cheeks, all due to the food, got currency.

All were convinced of the richness of the food. Some people who did not get the food wanted to know from where they could buy it.

The weights were taken again, first after three months and then after six months. Members taking the food, definitely showed much improvement. There were two expectant mothers in the group. Their babies were much more healthy than other babies born at the same time in the village.

Everyboy was convinced that soyabean could be made a good supplementary food, and the villagers were enthusiastic to grow it themselves. The trainees ordered soyabean seeds from the State Seed Multiplication Farm. But, only 20 pounds of it could be procured.

The training centre authorities are now multiplying the seed for distribution.

The programme has been successful, for it has achieved its objective of motivating people to grow soyabean and adopt it in their daily diet. For the purpose of training, the programme has been very useful in that the trainees have learnt the use of different Extension methods effectively and they have learnt how to plan a programme and evaluate it.

The villagers found the dishes very tasty

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